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ABSTRACT

This document reports the proceedings of a symposium organized to examine the aims and forms of part-time technical education for skilled workers and technicians, particularly in the apprenticeship stage, and to identify common problems and trends in this field. Summaries of addresses, lectures, school visits, and working group sessions are presented. The members of the symposium concluded that part-time education seems to be indispensable to modern society. It helps to fit each person to his own way of life, increases mobility, and offers opportunity for retraining and upgrading. Part-time education must be closely related to actual needs and such schooling, coupled with training in the firm whether or not there is an apprenticeship agreement, seems to be the most efficient means. All young people have the right to both general and technical education and also to continuing education if desired. Employers and the State must create the necessary time and institutions to enable young workers to benefit from the combination of school and work and to prepare to meet the needs of the economy. (MF)

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COMMITTEE FOR GENERAL AND TECHNICAL EDUCATION

Symposium on
"Part-time Technical and Vocational Education"

NOORDWIJK (Netherlands)

29 March - 3 April 1971

REPORT

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PART 1

PROCEEDINGS

A. INTRODUCTION

The Netherlands Government kindly offered to act as hosts for this Symposium, partly because part-time education had become an important issue in their country, leading to some interesting developments. The Council of Europe was pleased to accept their offer, which was discussed in some detail at a study group meeting in Strasbourg on 1-2 December 1970. A small steering group consisting of Mr. P. Schleimer as co-ordinator for technical education representing the Council of Europe, the Rapporteur General, the main speakers, and the director and other officials involved in running the Symposium, met in The Hague on 18 February 1971 to complete arrangements.

It was agreed that the Noordwijk Symposium should follow on naturally from the three previous meetings at which part-time education was discussed:-

- "Complementary Education - from School to Life", Interlaken 1965
- "New Forms of Vocational Education", Dusseldorf, 1966
- "Continued Education", Baden/Vienna, 1967

Copies of the reports for all three meetings were made available for delegates. While avoiding needless repetition it was possible to report changes that had come about during the past five years or so, and to debate future needs and policies. The aims for the Noordwijk Symposium were therefore agreed as follows:-

- to examine the aims, the various forms and the content of part-time technical education provided for skilled workers and technicians, in particular in the apprenticeship stage;
- to identify the problems which arise with regard to this type of education;
- to define common trends and problems in this field.

B. ORGANISATION AND METHOD OF WORKING

The Symposium began with a series of lectures, for which summaries were available in both languages, giving accounts of recent developments in part-time education in the Netherlands, the United Kingdom and the Federal Republic of Germany. This was

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followed by working group sessions when a series of topics related to the lectures was discussed. After another lecture, on "Participation Education", members were able to visit schools at Zaandam where experimental work was taking place. In a final round of discussions reports were prepared by the three groups (bilingual, French speaking and English speaking) and these were collated to produce an agreed report which is given in full below (see Part 2). The three group reports are also available in full (see Part 3).

C. ADDRESSES AND LECTURES

As Chairman of the Symposium, Mr. W.H. Weekenborg, Chief Inspector at the Ministry of Education and Sciences, welcomed the delegates. He was especially pleased that the Council of Europe had agreed that part-time education should be discussed in his country; they had much to learn but believed that their own experience would be of wider interest.

Mr. Weusten, Director for part-time education at The Hague, opened the Symposium and welcomed members on behalf of the State Secretary who was unfortunately ill. Mr. Weusten said that part-time education was an important topic in the Netherlands at present. In fact a memorandum about it had been submitted only the previous week to the Lower House of Parliament, its purpose being to extend education up to the age of 18. This would not mean keeping all young people at school from 15 to 18: some might be at work in industry, commerce or the social sciences for part of the week, and in a new type of school for the remainder. All would have the status of "student" rather than "employee".

Beginning in August 1971, young people leaving the full-time schools would be required to attend part-time schools for one day each week. As soon as possible, this will be extended to older age groups until all those up to the age of 18 are included. There would then be 12 years of compulsory education instead of 8 years as at present.

Already the aims and methods of part-time education are being reviewed, and content is being adopted to the needs of young workers, especially those who are in unskilled occupations. In the regional apprentice training schools also, objectives and methods are developing on similar lines. In 1972, acting on the experience thus gained, a number of experimental "institutes for education and training" would be established, and a steering group which includes representatives of working boys and girls will also be set up.

Eventually a new type of "participation education" for the age group 15 to 18 will emerge. So far, these young people have not received fair treatment, but improvements in the main school

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system, together with extended education during the period when they are participating in the production process and the adult world generally, will remedy this state of affairs.

Many young people stay voluntarily at school in the Netherlands at present, but of all those between the ages of 15 and 18 at least a quarter have no educational provision at all made for them.

The new "participation education" will run parallel to existing types of secondary education, but opportunities for transfer must be built into the system. Clearly, the experience gained will influence traditional schools and extend the principle of "education permanente" to more and more people.

It was therefore a matter of great satisfaction that the Council of Europe should assemble educationists from many countries to discuss these and other plans. It was important that we should share experience and improve communications in this way.

Mr. J.R.C.M. van Broeckhuijsen said that in recent years, for the first time in Dutch history, working boys and girls have been making demands to the government, employers, schools, institutes, etc.

They have become aware that they form a separate group, a forgotten group in our society, whose interests have been too long neglected, and they are taking action to demand equal rights with others on the basis of their equivalence as human beings. They reject existing education on the grounds that it is based on social class, and also that it is not practical enough: it is too verbal and too intellectual.

Most of the education for working boys and girls in the Netherlands is now being done through two types of institute, which operate side by side and independently:

(i) - the educational institutes for early school leavers, which aim, in particular, to promote the self-development of working boys and girls, often working as unskilled labourers.

(ii) - the regional institutes for apprenticeship training (also known as part-time institutes) which use vocational training and socially-oriented topics as a means for self-development of working youth, usually within an apprenticeship scheme.

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The Dutch Government now wishes to encourage the two institutes to work together so that general education and training can be combined and justice can be done to both. The new institute will be called an education and training centre.

In order to meet the needs of working boys and girls the government proposes to put "participatie-onderwijs", or participation education, into practice in these institutes. This means that the young people concerned will be participating in employment and in adult life generally (the community component) and their school education (the school component) will be geared to, and will proceed from, what they are experiencing outside school. In these institutes the whole responsibility - both for participation in the community component and for the school component - will lie largely with the young people themselves. In this way the government hopes to create a non-intellectual, less verbal and more true-to-life type of school. The class system built into the present school types can be broken by throwing the new school open and making it suitable for all categories of young people. A steering group has already been formed whose terms of reference are to arrange for a number of experiments to be started by the institutes for early school-leavers and the regional apprentice-training institutes working in collaboration, and to observe the experiments scientifically.

The government is well aware that many fundamental measures are needed if the whole education system is to be made more suitable for all young people, including those from working-class backgrounds. One idea is to introduce play classes in the first year of primary school; others are to reform primary education and to abandon selective procedures in the first three or four years of secondary education (for 12 to 15 or 16 year olds) in favour of a more comprehensive system.

A basic principle of the new thinking is that it cannot be the intention to solve only the problems of working boys and girls. The idea of working boys and girls as a separate group should be scrapped: they should be regarded as students on a basis of equality, whilst retaining their individuality.

Mr. G.W. Milburn spoke next about new trends in the United Kingdom. He began by giving an outline of the system and of the place of part-time education within it, pointing out that although there were differences between the several school systems of the United Kingdom and Eire, the part-time systems were basically similar.

It was possible for anybody, young or old, to embark upon part-time or full-time studies leading to the examinations normally taken at school (GCE "O" and "A" level); and to degree level. At this stage degrees can be awarded

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externally by London University, by the CNAA (Council of National Academic Awards) or more recently by the Open University which runs a variety of programmes using television and other aids to study.

But the main part-time effort is in association with industry, and the major problem in planning courses is to match the day-to-day needs of the employer to the natural aspirations of the young worker. Up to 1955, taking engineering as an example, there were two basic routes, the craft route with examinations set by such bodies as the City and Guilds of London Institute, and the "National Certificate" route. National Certificate courses are very attractive because successful candidates could gain recognition by the engineering institutions as professional (or "chartered") engineers after a further period of study. Many candidates, however, found the work too demanding, and standards were rising all the time because of the advance of various technologies. In 1955 a middle route for technicians was introduced with a new pattern of technician certificates. These were more relevant to industrial needs, but too many students were still attracted to the National Certificate route with little real hope of success. Therefore, in 1961, a General Technician Course of one or two years' duration was introduced so that students could be guided towards either the Technician or National Certificate route according to their performance.

This arrangement met with some success but considerable time is still wasted as a result of necessary transfers from one route to another. For these reasons a new pattern of technician certificates and diplomas is being devised, with units of study which are carefully co-ordinated to simplify transfer. The whole programme is closely integrated with the training and industrial experience that is recommended.

The Industrial Training Boards (set up under the Act of 1964) now control training within industry for craftsmen and technicians, and they advise on the associated education, (practical, theoretical and "liberal"), which is undertaken part-time in technical colleges. The new pattern for craftsmen is already established with a basic stage common to a group of crafts, followed by specialised studies co-ordinated with a range of training modules and with planned industrial experience.

Normally the college work is done either on a day-release basis (for example, a day and one evening per week) or on a "block-release" pattern involving periods of, say, four or five weeks' continuous education interspersed with periods in employment. Such programmes may vary between 300 hours and 600 hours annually.

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In order to allow for planned interchange between the various programmes of education and training, special "bridge studies" are being introduced so that transfer does not involve too great a loss of time. Even so, a change of course may delay completion for one or two years.

To cater for young persons who will not be entering craft or technician routes, there are special schemes for operatives in some industries, for example in the steel industry. But these are not universal and many young workers are still not in contact with any educational institution. As in most other countries, the majority of such people are girls and efforts are now being redoubled to improve upon this situation.

Mr. Puttmann explained the tendencies in the Federal Republic of Germany, where the part-time vocational school has been in existence for many years. Young people not at full-time schools are obliged by law to attend part-time schools until they are 18, for at least one day per week to supplement the vocational training they receive in their employment. This system has been improved during the past twenty years or so, for example by the introduction of full-time vocational schools for some trades and by providing "up-grading" courses. But a major revision of the school system is now being undertaken and in 1969 a new Vocational Training Act was passed.

In future the rigid boundaries between secondary schools of different types will be reduced and a more comprehensive system will result. Pupils who successfully complete their period of compulsory education and obtain a leaving certificate or the equivalent, will then be able to embark upon a year of basic vocational education during which they will receive education for one or other of the various vocational "fields". Such education will include a study of the principles involved, practice in the basic skills, procedures and approaches corresponding to such work and continued general education. This general education will include languages, religion, civics, physical training and education for leisure. The course will include visits to factories and offices so that students will come to know the fundamental rules of processes of the selected vocation.

More specialised vocational training will in general be given in school and factory on the established dual system, with students attending school once or twice a week. Exceptions will be made for those who cannot attend so regularly, or where only very few students are involved. In these cases and certain others, a "sandwich" system is being tried out. Where a large amount of theoretical knowledge is required full-time school may be established.

Parallel with improvements in the schools, the importance of training in the firms is recognised and the training of instructors is being improved. Again, the vital part played at the pre-vocational level and especially by careers advisers is recognised.

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Economic, social and political considerations demand that the way must be kept open for young people to gain promotion. It was already possible for a person leaving school at the minimum age to reach graduate level in engineering and similar professions.

Mr. J.H. Brand had been engaged upon research and development into the methods and approaches needed for part-time education for early school leavers. He said that these young people preferred to leave school because they were then engaged in the real life of the community, they were regarded as adults and had money of their own to spend as they wished. We had to accept that this meant a negative attitude towards school and a positive preference for participation in the community.

The aims of "participation education" were therefore to help young people in the various societal contexts, to encourage them to take an active part and, where necessary, to help bring about improvements. The community or societal contexts included not only work, but also home, religion, politics, the neighbourhood, and leisure.

The problem, therefore, was to decide how, by means of guidance, preparation and support, one could assist young people towards "optimum participation". Ideally this process must go on all the time, although they might be in the institute for only a day each week.

It was a first principle that guidance meant helping the person to find his or her own way, in his or her own situation. Mr. Brand illustrated this by considering the practical training of social workers, who in consultation with their superiors, learned to improve upon their own performance; there was no substitute for this working and learning experience. So with young workers the object would be to help them to learn from experience and so to develop themselves. There were several ways in which this could be done, for example by simulating or creating experiences and by drawing upon their experience outside school. It was essential that, for this purpose, groups should be small (not more than 12 to 15) and stable, and that their leader should get to know them well.

It was necessary for the members to develop attitudes and to acquire skills that they might need and here again it was important to select activities suitable for the group or individual, and to create the right relationships. By reflecting upon experience gained, young people would be helped to assess what had been accomplished and to improve upon their performance later on.

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Existing training of apprentices is focussed upon the needs of industry, and leaves out of account all the unskilled workers. It was necessary to broaden the training given - in the total community context and not simply for work - and to extend it to all young workers.

Mr. Brand reiterated that so far, the pioneer work was being done by teachers and group workers in two types of part-time institution: the apprentice training centres and the institutes for young workers. By combining the two, it was hoped to add a new feature to the conventional system. Participation education aimed to support students already engaged in community life; its emphasis was upon what went on outside the institution; the experiences gained constituted the chief medium, and information was offered only when the students felt a need for it.

Mr. H. Groeneveld, president of an association of youth organisations, spoke to members of the Symposium about the background to the present situation in the Netherlands. He said that there were currents in society which those in authority could not ignore. Young people were searching for a place in a rapidly changing situation and they needed to feel that they had a hand in shaping the future.

Society seemed to them to be too much concerned with production. People were trained to produce more, to earn more, to consume more and this endless pursuit of profit made man a slave to production. Obviously we needed good vocational training and general education as well; these would be necessary in later life and not only for young people. This was implicit in our concept of permanent education. But we needed to think not only of "the school component" but also of the "society" component of a young person's education. The speaker said that he was proud that in his country they were able to make progress by co-operation between the authorities, private individuals and the young people themselves, who were recognised as equal partners. They were at the beginning of an evolution which would lead to a society where there would be no disinherited groups, such as the young workers now felt themselves to be.

D. SCHOOL VISITS

Two schools were visited at Zaandam, near Amsterdam. They were of interest because they are representative of the two types of school to be combined in the "participation education" experiment upon which the Netherlands Government is now embarking.

The "Teun Sabel" Technical School is a regional one-day school for supervised vocational education, dealing mainly - but not exclusively - with apprentices. The school is run by a local Association for Technical Education which also organises two Lower Technical Schools and one Middle Technical School. About a

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thousand students attend the Teûn Sabel School for one day each week. They spend two periods of about fifty minutes each upon general education and "Social Guidance". The rest of the day is devoted mainly to subjects which support their vocational training in the firms. Depending upon a student's entry qualification the part-time course may last between one and three years.

The other school is known as "De Voorslag", an education centre for young workers. It normally offers two-year courses which aim to develop in the students "a personal philosophy to enable them to take their place in society and to contribute by way of positive participation....". The 490 students on roll vary in age from 15 to 18; they work in teams of about 15 with a member of staff who will probably have been trained as a social worker rather than as a teacher. Most of the boys and girls coming to the school have failed to complete the previous stage of their education satisfactorily but no attempt is made to supplement their general education by means of lessons; any teaching that is done is incidental to the main purpose, and the major efforts of the staff are devoted to improving communication and attitudes. Discussion during practical work of many kinds, or about some social work they have become involved in, or in relation to a play, a collage or a news sheet is encouraged and gradually the students' response improves. This was evident during the visit when one party from the Symposium was able to join in the afternoon's activities and literally to participate with the various teams of students.

E. FINAL PLENARY SESSION

In the final meeting the members of the Symposium discussed a draft report prepared by the Rapporteur General. A number of amendments were proposed and the version which follows as Part 2 incorporates all the changes which were agreed.

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PART 2

AGREED REPORT AND RECOMMENDATIONS

I. INTRODUCTION

Many of the topics selected for international discussion cover such a wide and diverse field that some degree of selection is essential. It had been decided at the study group of the Committee for General and Technical Education, which met in Strasbourg in December 1970, that the Noordwijk Symposium should concentrate upon the part-time education normally given to skilled workers and technicians during the age range 15 to 18 approximately. There were of course those who for some reason began their training later than usual, and others who decided to train or re-train for a particular trade after a period in other employment; these were not excluded from discussion. In view, however, of the interesting experiments being carried out in the Netherlands on a new type of education known as "participation education", it was opportune to study this development also, although the work done so far had included unskilled as well as skilled workers.

The situation in many countries is that the employee spends not more than four days a week in his or her firm, where practical training is carried out, and a day or more in school or college for supplementary practice and study. It was this school or college element that would be regarded as "part-time education" for the purposes of the Symposium, although a few member States' terminology differs in some respects.

Following the practice established by the Committee for General and Technical Education at previous conferences, the term "vocational" was taken to refer to education and training more or less directly related to a given vocation, whereas "technical" education and training implied rather more than this; it would include sufficient theoretical study to offer the prospect of promotion at a later stage, for example, to higher education and graduate equivalent status. In most member States, of course, possibilities for transfer from vocational to technical and higher programmes of study and training have been considerably improved during the past twenty years, so that decisions taken when entering employment are not final and irrevocable.

II. SOME ASPECTS OF THE PROBLEM

During the opening discussions it became clear that differences between countries and between sectors of employment were such that some further limitations would be necessary. For example, in some member States there are noticeably different patterns of education and training for such primary industries

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as fishing, agriculture, and mining, when compared with manufacturing industries; the situation is sometimes different again in service industries, whereas a few countries have a structure for education and training that is equally applicable over the whole field of employment. For the sake of simplicity, therefore, the report which follows should be taken to refer in the main to manufacturing industries and trades and it will be for each member State to interpret any statement in other contexts.

The question of access to higher education was the subject of a conference at Santa Margherita Ligure in November 1970, but in the present social climate, it seemed necessary not to neglect this question, since such access may for some students depend upon decisions taken and studies carried out during the 15 to 18 period. Indeed, members suggested that a "points" system for admission to higher education, even up to university level, might well allow credit for:

(i) success in any form of education, including part-time education from 15 to 18;

(ii) a minimum number of years in employment;

(iii) proved capacity to study at the necessary level.

It would of course be necessary also to provide pre-university education to improve a student's general education and to enable him or her to meet any faculty requirements for university entrance.

Some of the young people involved in part-time education have left school at the earliest age permitted by law. A few will have done so because of economic necessity, in spite of the financial help that is often available to needy families with children still at school. Others, and they may be in the majority, left school simply because they had had enough. They may have been frustrated by life in the classroom; they are often more attracted by the prospect of a job where they soon acquire adult status, greater independence and money of their own to spend. Some, of course, have an interest in a future career for its own sake or as a means to an end. They are perhaps the easiest of all to teach, for they appreciate the opportunity which is given them not only to be trained but to receive the appropriate general and technological education as well. Those who have developed a negative attitude towards schooling present a problem: they will not be won over by a continuation of methods they have rejected at school even if the subject matter is of more immediate interest. Method as well as content must be adjusted to their needs.

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III. FROM SCHOOL TO WORK (Topics 1 and 3)

The transition from school to work, at whatever age it takes place, is certain to be a testing time for any individual. It has therefore been a topic for study by many experts; it was referred to in the Düsseldorf report (document EGT (66) Stage XXVII, 4 - pages 27 - 28) and indeed it was the subject of the Interlaken course (doc. EGT (65) Stage XIX, 3).

Obviously it would be a great help to all concerned if in the final stage of compulsory school, pupils could be prepared for this difficult transition. Such preparation would be entirely justifiable as a part of their education, as it would offer both information and guidance. The information aspect might include finding out about working conditions and the economics of industry by reading, discussion and visiting, and of course it could be associated with workshop practice, technical drawing and science or technology lessons. Guidance is a matter for consultation between pupil, family, school and counsellor; it involves professional advice, but the process is simplified if pupils know what is involved beforehand and have had perhaps a short trial period in two or three working situations.

It is important, however, that any pre-vocational stage in school should not be focussed exclusively upon the craft or skilled worker level; the possibility of entry, direct or indirect, to the technician route must also be made clear to the pupils. The same principle should be applied to appropriate levels of commercial or business education.

In one respect it is possible to record definite progress over the last ten to twenty years. The conflict which formerly existed between the employer's demands and the student's ambitions, is being resolved now that management recognises that the worker is not simply a producer but a man or woman in the full sense, and the young worker realises that his or her needs are receiving better attention.

IV. FROM BASIC TO MORE SPECIALISED EDUCATION AND TRAINING

The principle of training by stages, following a basic or induction period, was dealt with at the Düsseldorf Symposium in 1966 (see document EGT (66) Stage XXVII, 4 - pages 25 - 29).

Experience over the past five years in several countries confirms the general principle and it was possible to follow a broad base of study and training related to a group of trades, for example, which would lead to later, more specific work. Difficulty was often experienced in co-ordinating the part-time school or college element with the training done by firms.

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Educationists tended to defer specialisation as long as possible, while firms needed workers for particular tasks; thus one had a gently-sloping pyramid, as it were, in one case, and a more steeply-sloping pyramid in the other. There were situations where the solution seemed to be to combine both elements in a single full-time education and training establishment, but more typically it had been possible to reach agreement about the rate of change (from basic to more specific education and training) by establishing schemes of education, training and experience, agreed by committees or boards representing all the partners involved. Whatever the solution, members endorsed the idea of having stages or modules of training leading to the various levels.

A great deal of research was taking place, not only into the modular(1) system but also into the fundamental nature of the many occupations involved. In some cases groups of countries were co-operating and reaching a measure of agreement. An exchange of information about progress, whether national or involving co-operating countries, would be a valuable means of helping everyone to move towards European agreement.

V. ALTERNATIVE ROUTES AND PROBLEMS OF TRANSFER (Topic 4)

It is desirable that there should be clearly defined programmes of study and experience, leading to skilled worker or technician qualifications, and that there should be opportunities for transfer either way at appropriate stages. There were few problems for the young person transferring to the technician route, as he probably regarded it as a promotion and he was selected because of proved ability. But the would-be technician transferred to the craft route was bound to feel a sense of failure, and it would not be a good thing for society if a class of craftsmen were created composed mainly of failed technicians. For these reasons it was in the interest of all concerned and not least of the students themselves that there should be a fairly rigorous testing procedure at an early stage to ensure that those continuing along the technician route had the requisite ability.

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(1) See footnote, page 14.

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It was also felt that if a modular(1) structure were adopted, it would simplify the process of transfer and minimise the loss of time incurred by students who for some reason transferred from one form of vocational education to another, or from the more advanced stages of general education to vocational education. It would also make it simpler for students who might otherwise drop out of the system because of failure at a particular stage to retrieve themselves and for those who left school to enter unskilled employment to rejoin the education and training system either part-time or full-time.

VI. ORGANISATION PROBLEMS (Topic 6)

The tendency now was for part-time education to be concentrated within working hours, rather than in the evenings or at weekends. Most members agreed that up to the end of basic apprenticeship training, young workers ought not to be required to attend courses outside normal working hours.

There was still, however, a place for evening classes on a voluntary basis. They could be especially helpful to ambitious students who could in this way improve their general or technical education, and of course at a later stage for re-training or up-grading purposes. But it was important that students should not incur financial hardship, nor should their health or family life be prejudiced by working long hours. Grants to cover fees and travelling expenses, and some arrangement to allow compensating time off work, should be considered.

The "block release" pattern concentrates attendance at school or college into longer periods which may vary considerably in length. The more intensive study possible under this arrangement quickens the rate of progress in school or college, but it is essential to ensure that periods of training and industrial experience are maintained at an adequate level. There are, however, certain other difficulties. The block-release system may concentrate too much theory into a short period; it may produce problems of organisation for the employer, and it may intensify the division between school and college on the one hand, and life in the firm on the other. Again, there would be relatively lengthy periods when the student would be out of contact with school or college unless short tutorial periods or correspondence courses were arranged during the intervals. Whichever variant was adopted, day-release or block-release, it was essential that theory, practice and experience should develop in step with a close collaboration between the school and the firm.

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(1) "Modular" in this sense implies that education and training will be divided into clearly defined steps or modules.

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VII. CONTENT (Topic 7)

Part-time studies at school or college include both technological and general education. The more technical aspects have already been dealt with: appropriate schemes of work, often divided into co-ordinated stages or modules, have been established (see V and VI above).

The general education component has steadily increased in importance during the past few years and it has been studied at two previous Council of Europe conferences, at Interlaken (see document EGT (65) Stage XIX, 3 - pages 10 - 11 especially) and at Baden-Wien (see document EGT (67) Stage XXX, 4 - pages 65 - 69). The recommendations made in these documents are endorsed in so far as they are applicable to part-time technical and vocational education. It is especially important to improve the students' capacity to communicate, in the mother tongue and if possible in another language both orally and in writing. They must also be capable, of course, of using the increasingly international languages of mathematics, technical drawing and science. Equally the school or college may open the way to a better understanding of socio-economic conditions, it may help students to make informed moral and civic or political judgments, and it may improve their aesthetic sensibility.

It is relatively simple to approve all this in principle, but more difficult to realise it in practice. In part-time education the claims of the technical subjects themselves can barely be met and there is always the pressure of time. Moreover, some students have already acquired a negative attitude (see II above) towards certain of these more general studies, and others may regard them as of less importance than succeeding at the job. Some members felt, therefore, that there might be a case for deferring some of the general education component, or for treating it as voluntary, until a measure of success at work and in technical subjects had restored confidence and interest. This would imply, of course, that time should be given for students to return to a more intensive period of general or liberal studies at or near the completion of the apprenticeship stage. This suggestion is not, however, based upon research but rather upon informed opinion: some investigation into successful experience in the field of general or liberal studies in the part-time context would be extremely useful. (This question, it is understood, is one of the topics covered in the report by Mr. E. Sudale commissioned by the Council of Europe and shortly to be published.)

VIII. METHODS (Topic 6)

Problems of content and of method are very closely linked but there is a great need to think afresh about the teaching methods used in technical and vocational education, especially in the part-time situation. In this connection the reports upon teacher training following the symposia in Bad Hofgastein

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(October 1970) and Oslo (June 1971) will prove to be of special interest.

The teacher's role must be that of an activator rather than a purveyor of book-learning, and it must be his aim to help students to learn for themselves: to learn how to learn. He must present material in a form which will stimulate their immediate and latent interests. Often this will be better achieved by abandoning the traditional approach, with subjects divorced from one another, in favour of a topic method, studying the different implications of a theme - scientific, mathematical, economic, social or general. This would imply using either less specialised teachers, or teachers working in teams rather than individually.

Another method which had been successfully applied was the project method, in which knowledge and skills already learned could be utilised in a real-life situation. This had the advantage not only of stimulating interest but also of encouraging discussion between members of a group, thus creating the opportunity for improving verbal communication.

There would seem to be a case for reducing the number of teachers involved in the early stages of part-time education so that each young person might come to accept a familiar figure as his counsellor and friend. Maybe at this stage full-time members of staff could be more useful: part-time teachers are, of course, valuable later on, as they will often be actively engaged in industry as well.

From many points of view it is important that teachers should select what is essential. Time is precious and unless there is a selection of subject matter the tendency will be to revert to lecture methods in order to cover the syllabus. Audio-visual and programmed methods may also be used to relieve pressure on the teacher.

If methods are adapted to the actual needs of young part-time students, it follows that where possible separate classes should be formed for older entrants, and those seeking re-training.

IX. PARTICIPATION EDUCATION IN THE NETHERLANDS (Topics 8, 9, 10)

The new type of part-time education which is to be introduced in the Netherlands is based upon experiments carried out with government support during the past few years. The two schools visited at Zaandam were among many engaged in the experiment. It was a coincidence that in November 1969 some 10,000 young workers demonstrated at The Hague complaining that in the fifty years since the Labour Act became law their right to one day a week of part-time education had never been granted.

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Instead priority seemed to have been given to existing and new types of full-time education. Representatives of these young workers were now engaged, with the other parties involved, in planning the next stage of the experiment, namely the establishment of the institutes for education and training.

Participation education, explained in the lectures by MM. van Broekhuijsen and Brand (see Part 1 Section C above) differed in character from conventional education, whether general or technical, and was concerned with the young person's total community commitment, and not only with school or work. To date, experiments had of necessity been concentrated upon young apprentices and labourers where the immediate need and the facilities existed, but there was no reason why the same methods and principles should not be used, where appropriate, in other schools and colleges. A central factor was that different relationships had to be established: groups were small (not more than 12 to 15) and group workers were employed as leaders, rather than lecturers or instructors.

After hearing the lectures and visiting the schools at Zaandam, where they were able literally to participate in the afternoon's activities, members were impressed by the atmosphere and by the evident "self-realisation" of the young people. Progress of these experiments will be watched with great interest.

It would be out of place for visitors to appear to assess, still less to criticise on the basis of one short visit, such an excitingly new development in their host country. The following very tentative observations are however offered for consideration:

(i) The employment of group workers, many of them only a few years older than the participants, contributes largely to the atmosphere created. It might be difficult to maintain such relationships over a period of years and in any case it would be desirable that the staff involved should have the same prospects and status as general teachers. Perhaps experience in experimental participation education could become one of the accepted routes to full professional teacher status.

(ii) It is an advantage that trials should be carried out in relative isolation from other schools, but delegates would see some danger of more permanent isolation, and perhaps of participation education being regarded as inferior, if it is permanently confined to separate institutions differently staffed and organised. Their preference would therefore be for extending it by stages to other schools and institutions dealing with young people over the legal leaving age where a similar

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situation existed. As far as part-time education is concerned this would almost certainly mean extending the part-time element to more than one day per week, if the technical requirements are also to be met.

(iii) A practical consideration is of course the cost involved, which in this case has to be balanced against social and personal needs in a democratic community. The cost of accommodation and equipment for participation education should be relatively slight, when compared with other institutions needing complex machinery and apparatus. The major costs would arise from staffing needs. In this respect the demand is not for people with scarce technical or scientific qualifications, but more teachers would would need the "social worker" type of training.

The participation education experiment seems to be especially relevant to problems of youth and "the generation gap", which are being experienced everywhere. It is hoped, therefore, that member States may be kept in touch with its development in the Netherlands.

X. GENERAL CONCLUSIONS

Members of the Symposium, having studied in detail the general trends dealt with above, would wish to draw the attention of the Council of Europe to the following general conclusions:-

1. Part-time education seems to be indispensable to modern society; it helps to fit each person to his own way of life, it increases mobility and offers opportunity for re-training and up-grading.

2. The structure, content and methods of part-time education must be closely related to actual needs if it is to reach full efficiency.

3. Part-time education coupled with training in the firm seems at the moment to offer a particularly effective means of giving the theoretical and practical training needed to prepare young men and women to meet the needs of the economy, while still meeting their natural aspirations.

4. All young people have a right to both general education and technical training. Employers must be obliged to give them the necessary time for it, and all young people - whether or not they have an apprenticeship contract or agreement - should have the same rights and the same duties in this respect. A young apprentice is under

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contract to follow a programme of part-time education and other young workers should have at least the opportunity to do so. The State, for its part, must create the necessary institutions and take all necessary steps to enable young people to benefit from attending them.

5. All young men and women must be able, if they so desire, to continue their education which should both help them to improve their status at work and fit them more effectively for the responsibilities that await them in society.

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A P P E N D I X I

List of topics discussed

On Tuesday, 30 March, members will divide into three groups to discuss points arising from the talks given the previous day.

The following topics have been suggested by the main speakers. They are not intended to limit discussion, but to provide a framework. If necessary, the wording can be amended and new questions added for the next working group day (Thursday). Suggestions for such additions and amendments should be made to the Rapporteur General during the evening of Tuesday, 30 March.

It would be helpful if each topic could be discussed by at least one group. It is not necessary for any group to discuss them all.

1. Success in vocational training depends to some extent upon preparation at school. In future, should we intensify pre-vocational education, so that secondary schools would offer both vocational guidance and better information about economic and working conditions?

2. The first stage of vocational training must be both broad and unspecialised, leading later to more specific training (modules):

   (i) Do members agree with this as a general principle?

   (ii) If so, how long must this basic stage be - a year or less?

3. The requirements of industry and the aspirations of the individual - do they conflict? Can the part-time school or college play a part in resolving any difficulty?

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4. In order to offer everyone an opportunity for advancement, some countries linked programmes of training and education (for example: craft - technician - senior technician). As a consequence many students embark upon a programme that is too difficult and have to drop back to something simpler.

   (i) What should be done to facilitate this kind of training? (For example, so that they do not have to go back to the early stages of the craft-type course.)

   (ii) Is there not a danger that future craftsmen may be too often recruited from failed technicians?

5. (i) In some systems of education, part-time study may involve one full day and a number of evenings. How many evenings can be justified?

   (ii) Where the part-time study is compressed into "blocks", how can such blocks be best arranged over the year to allow time for industrial experience or training?

6. Part-time education presents a number of pedagogical problems because it is intermittent. What steps can be taken to overcome such problems:

   (i) in the day-per-week situation?

   (ii) in the "block" release situation?

7. To what extent can technical and vocational part-time education include the following:

   (a) basic linguistic education, in the mother tongue and a foreign language?

   (b) understanding of religious problems?

   (c) basic political education (local, national and supra-national)?

   (d) education for leisure? and

   (e) physical education?

8. At present, young people in industry, even if they are training to become skilled workers or technicians, do not employ all their abilities but only those related to their work. Yet they are the favoured few, because many more - perhaps 75% - may be in unskilled occupations where few educational opportunities exist.

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(i) How can we increase the educational opportunity for each group - the skilled and the unskilled?

(ii) Are there, either at work or in the community, learning situations and opportunities which are at present neglected?

9. Looking ahead to 1980, the Netherlands Government anticipates that all young people will be involved in some form of education up to the age of 18. Some students would spend perhaps one or more days in a school or college, and one or more days in the community, in a learning situation.

(i) Is this type of "participation education" a good thing?

(ii) Should there be a new type of institution to organise it?

(iii) Would there be a danger that such education, which would be very different from present-day education for the 15 - 18 age group, might be regarded as inferior, thus creating another social barrier?

10. If the concept of "participation education" were accepted, would it be better to develop from the familiar part-time (one day weekly at school and the remainder at work) or would it be better to have a completely new system? For example, the young student could spend the whole week in a learning/working situation organised by a new type of school or college.

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A P P E N D I X II

A. REPORT OF THE ENGLISH SPEAKING GROUP

1. Preparation for the world of work

Success in vocational training and education depends to some extent upon preparation at school. We therefore recommend that, during the last stages of compulsory schooling, there should be a component of study which prepares pupils for the world of work.

This component of study could include:

(i) a realistic introduction to a knowledge of practical skills;

(ii) visits to industrial and commercial premises, and

(iii) practice periods of employment where possible.

The component of study should be designed not only to help the pupil to discover his/her own capabilities, potentialities and interests, but also to obtain information about economic and working conditions.

In addition to the educational advantages these sources of information should make it possible for professional vocational guidance to be undertaken on a basis of knowledge and experience.

2. Broadly based areas of vocational education

The group agreed that the first stage of vocational education should be both relatively broad and relatively unspecialised. By "relatively broad" the group envisaged comprehensive areas of study which were, nevertheless, related to the main target of probable employment e.g. the construction industry, the metal trades, electronics.

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Attention was drawn to two different rates of advancing specialisation. In training, the level of specialisation must proceed rapidly. The associated further education should, by contrast, be kept as broad as possible as long as possible. This broad basis of education would facilitate retraining at a later stage in the trainee's career.

In view of the advantage to be gained by delaying specialisation in the education associated with vocational training, the group were disinclined to place a specific time-limit on the basic stage of a course of study.

3. Widening the scope of educational opportunity

The group agreed that there was a need to increase the educational opportunities both for skilled and for unskilled workers.

A. Skilled workers

For the fullest development of personality, skilled workers needed both specific and general education. These two types of education could be designated as follows:

(i) vocational education, and

(ii) behavioural education (socialisation).

In many cases, skilled workers are already provided with vocational education. Behavioural education may be provided in some countries during the course of extended secondary education. In other cases, behavioural education is not provided and should be made available through part-time day education, to those already in employment.

If behavioural education is not provided through the full-time educational system, it still remains the duty of society to provide such education. Social justice requires that behavioural education should be made available for all young people, either through full-time or through part-time day education. It is therefore suggested that for the young worker, society should assume responsibility for the provision of additional study time, over and above that provided for vocational education.

The young worker should not suffer financial hardship, through the addition of this sector of education.

There exists an aspect of part-time education for skilled workers which requires exceptional treatment. We refer to provision for workers in small trades, or in unusual specialist occupations employing few people. Such specialist areas of

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study may require the provision of residential centres providing both education and accommodation for short periods of full-time education in place of the more customary day-release from industry.

B. The unskilled worker

In various countries the term "unskilled worker" means a worker with different levels of work-related knowledge. It is thus necessary to provide for a fairly wide range of educational opportunity for such workers. In particular, it is essential (i) to enable some unskilled workers to attain higher work status, e.g. through promotion to skilled worker status, and (ii) to provide psychologically acceptable education to the unskilled worker not proceeding to higher work status.

The provision of psychologically acceptable education means inaugurating a new approach to part-time education. This new approach must start from the premise that any education conceived in school terms is unlikely to be acceptable to the unskilled worker.

In this connection, special attention is drawn to the behavioural education provided for early school leavers at the Netherlands young workers' centre "De Voorslag". This form of education wholly avoids study of subjects, and concentrates on the achievement of social skills through self designed, and self-motivating learning situations. The conventional classroom environment is entirely replaced by activity areas. Guidance, rather than teaching is made available through specially trained personnel.

It is suggested that the Council of Europe should disseminate information to member countries about the aims, methods, and teacher-training requirements of the form of educational experiment to which reference is made above.

Just as in the case of the skilled worker, a socially orientated form of education such as behavioural education is regarded as the responsibility of society. If a generally accepted pattern of behavioural education can be devised for the unskilled worker, then it is suggested that this form of education should be provided by the official educational channels, and that unskilled workers should be allowed release from employment for this purpose. Nevertheless, it is regarded as proper that the individuals should not lose financially, by participation in such education.

The period of part-time education for unskilled workers should be equal to a day a week for forty weeks, in the year. The study time could be arranged as one day release each week, or in short full-time blocks of study, such as two blocks of four weeks, or in one block of eight weeks.

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C. Provision of further information

There appeared to be weaknesses in the provision of information about further educational opportunities available to all young workers, skilled or unskilled, inside or outside the educational system. New methods should be explored to overcome this weakness, including the use of mass media such as television and radio.

It was felt also that some learning opportunities were neglected in socially provided services such as libraries, youth clubs, and information centres.

4. Curriculum structure of part-time technical and vocational education

In view of the fact that other study groups were considering the general approach to curriculum structure in part-time technical and vocational education, the group commented only on the addition of broadly educational topics to the technical content of such courses.

In principle, it was agreed that a case could be made for the inclusion into any educational programme of a whole range of topics such as a foreign language, study of religions or politics, or leisure pursuits, or physical education.

In practice, however, stress was laid upon the extreme pressure of time on part-time educational courses. High priority was required for learning the technical content of such courses in order to maximise the chances of success for the students.

With this factor in mind, attention was drawn to the need for some caution when considering the inclusion of supplementary educational topics into part-time technical and vocational courses. Some of the students involved may have found relatively unattractive the school approach to general education.

The immediate aim of those students may well be the achievement of success in the world of work and through vocational study in order to eradicate a lesser capability at school. Such students might resent, or even oppose the inclusion of supplementary educational topics into a technical education programme.

While voluntary inclusion of supplementary educational topics should be encouraged, compulsory inclusion might do more harm than good, to the extent of hindering the student's progress in his vocational studies. Reference is made below to the later provision of opportunities for further studies.

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5. Additional methods of entry into higher education

Further methods should be made available in member countries to permit entry later in life to all forms of higher education - even extending up to university level.

These methods should include the possibility, that "credits" or "points" may be accumulated from several sources towards the attainment of the qualification for admission to higher education.

Some sources of points considered valuable were:

(i) success at any form of previous education e.g. part-time studies;

(ii) a minimum number of years of employment;

(iii) proof of capacity to study at the appropriate level.

For such a method of entry to higher education to be reasonably assured of success, it would be essential to provide a preliminary period of full-time study for some students. This preliminary period of study would be required both to establish a solid groundwork of general education, and to satisfy particular faculty requirements of higher education courses.

Admission should be free both to the course of preliminary studies and to the higher education course itself. Any student accepted for such courses should be enabled to pursue them without undue financial hardship i.e. maintenance grants or loans should be made available.

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B. REPORT OF THE MIXED GROUP

Generalities

Where part-time education is considered necessary, it presents a difficult pedagogical situation, which requires special measures for bringing about the desired results.

Most of the following recommendations are made with a specific form of part-time education foremost in the minds of the group members, namely the initial training of apprentices in the manufacturing industries up to the level of skilled workers. This form had been chosen because it exists in all countries, covers the largest number of the pupils and presents the most urgent problems. Part-time education at other levels, in other branches of the economy and for purposes of retraining and refresher courses will, however, be found to offer many similarities, so that most of the following recommendations are also applicable to them.

For pedagogical reasons, initial trainees and adults undergoing retraining or refresher courses should not under normal circumstances be taught together as a single group.

Pre-vocational education

During compulsory general education, pupils should be introduced to practical aspects of science and technology. During the final period of compulsory general education, all pupils not wishing to continue their education at a full-time school should receive pre-vocational education that would permit an assessment of their interests and talents with respect to various basic groups of jobs. Part of this pre-vocational education might count towards the total duration of a later apprenticeship.

Part-time education beyond the skilled worker level

In order to avoid the creation of a class of craftsmen mainly composed of failed technicians, care should be taken not to raise any false hopes in young people finishing a part-time course that they would be able to complete a higher level course successfully. One means to this end might consist in optimal work designed to show the ability required for the higher course. A rigorous weeding out of hopeless cases in the early stages of an advanced course would be in the best interest of the pupils themselves.

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Modularity

The group proposes that the Council of Europe might assist in finding an institution that would co-ordinate, on an international level, efforts to establish and update a data bank containing modules of knowledge and skills in vocational fields, their interdependence (e.g. whether a module presupposes the coverage of other modules) and their integration for given job requirements. Such a computerised data bank might profitably use the results of work already undertaken in several countries. Syllabuses based on the modules contained in such a data bank might lead to increased efficiency of instruction, to examination requirements closely fitted to job requirements and to minimum losses incurred by pupils who decide to switch from one form of vocational education to another, or from the more advanced stages of general education to vocational education.

Evening classes

Young people should not undergo part-time education in the form of evening classes until they have completed their eighteenth year or their initial training to the level of skilled worker, whichever is later; their part-time education should rather be based on the day-release or block-release system or on a combination of the two. Optional evening work for recapitulation, etc., might however be offered to those who find conditions unfavourable to efficient home study.

Evening courses taken by adults should not, together with work spent on the job, constitute a hazard to the physical or mental health or to the family life of these students. If no other alternative is seen, they should be given grants that would enable them to work reduced hours on their respective jobs.

Day-release v. block-release

The choice of a day-release or a block-release course (or possibly a combination of the two) will usually be dictated by non-pedagogical factors. It should be realised, however, that each system offers certain pedagogical advantages as well as disadvantages. In day-release courses, sufficient storage provisions should be made to enable pupils to continue with unfinished work in the following week. In block-release courses, supplementary correspondence courses and/or programmed instruction might help to bridge the long gap between blocks. In higher level block-release courses care should be taken lest students be overburdened with theoretical work.

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Teachers in part-time education

There is room in part-time education for teachers teaching both full-time and part-time, with some degree of preference being given to the former for the younger and less skilled pupils. It is also conceivable that a teacher might be active both in full-time and in part-time vocational education. What is more important, however, is that he should show special empathy for the part-time vocational pupil and that, beyond his own speciality, he should have some grasp of all the other knowledge and skills required of his pupils.

Co-ordination of part-time education

For maximum efficiency in part-time education, as well as in order to enhance the essential unity of all educational effort directed at a pupil, maximum co-operation between the pupil's teachers at the part-time school is to be aimed at, as well as co-ordination between the pupil's activities at school and on the job. Some means to this end might include:

- a joint board of employers and educators with joint responsibility for an integrated curriculum;
- a syllabus making provision for an efficient interpenetration of subject matter in the various school subjects, and on the job;
- a small number (possibly only two) of different school subjects, to be taught by as few different teachers as possible;
- meetings of teachers and/or on-the-job instructors, both formal and informal, both regularly scheduled and ad hoc;
- team teaching;
- exchange of relevant information by written records (pupils' logbooks, etc.);
- meetings with class representatives elected by pupils.

Counselling and guidance

A young person undergoing part-time education should select, from among his teachers and on-the-job instructurs, a person of his trust who will act as his counsellor for personal and social problems. (For a brief period until the pupil can make a reasonable choise, the counsellor may be appointed.) Regular hours should be set aside for counselling and be counted

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towards the counsellor's working hours. For special problems of scholastic or vocational guidance, the professional advice of a trained guidance officer may be sought.

Special teaching methods in part-time vocational education

Since several external factors combine to reduce the efficiency of part-time vocational education, all possible steps should be taken to ensure maximum efficiency of teaching methods. Besides the co-ordination and interpenetration of general and social education with the theoretical and practical technical subjects as mentioned above, some recommended methods are:

- inductive methods proceeding from the specific to the general;
- a clear separation of essentials and non-essentials, first in the mind of the teacher but also transmitted to the pupils;
- projects and competitions designed to stimulate an interest in verbal expression, both oral and written;
- mutual criticism by pupils of their work;
- group work under a flexible system that permits re-grouping according to the pupils' abilities and interests as the need arises.

This list might be extended to the great benefit of teachers and pupils if a modest international periodical devoted to problems of part-time education were created, perhaps under the auspices of the Council of Europe.

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C. FRENCH SPEAKING GROUP

REPORT

The French speaking group was under the chairmanship of Miss A. Guerrini, Inspector General of Education, Paris, and consisted of one Austrian, two French, two Italian, two Spanish, one Luxembourg, one Dutch and one Swiss representative.

On the basis of the aims of the Symposium set out in document CCC/EGT (70) 34, the group first settled its working methods and drew up the following plan:

(1) Definition of contents;

(2) Identification of problems - trends;

(3) General guidelines.

In order to bring the problem into perspective the group exchanged information on the situation regarding part-time education in each of the countries represented. The following definition was deduced from this comparison of points of view;

1. Part-time technical education consists of general and technical training given to boys and girls no longer subject to compulsory schooling and who are therefore preparing to enter a vocational career by training at public or private establishments during normal working hours.

1.1 They are boys and girls who have chosen this path because they feel attracted to a vocational career either for social and economic reasons or because they do not fit into the traditional school system.

1.2 Every vocational training scheme must form part of a continuous training process. A distinction should be made between:

- young people training under articles of apprenticeship,
- young workers without articles of apprenticeship.

1.3 Training may be given as part of the normal week's work or according to a special time-table.

2. Identification of the problems - trends

Having accepted these definitions the group went on to examine in turn structures, contents and methods and attempted to single out some existing trends.

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2.1 In our countries apprenticeship or working life usually starts between fourteen and sixteen years of age. This switch from school to working life often takes place without any transitional period. Obviously, the lower the age the more abrupt the change. If vocational training is to be assured of some success, therefore, it seems essential that young people should receive preparation in the form of pre-vocational instruction. However, the group emphasised that this instruction must be considered as an adjunct to general training and a means to providing information and guidance. It will have the definite advantage of steering young people more efficiently into careers for which they are suited and will show them the human, social and vocational values of this type of training.

Secondly, the group noted with interest that in certain countries there is a tendency to provide full-time training (preliminary course) at the start of the apprenticeship lasting from a few months up to a year; this may be basic vocational training for a set of allied trades. The group was convinced that this system has the advantage not only of providing systematic training for young people from the outset, thus rendering a service to the business concerned, but also of ensuring harmonious transition from school to working life and offering opportunities for possible reorientation.

2.12 Continuing its study of structures, the French-speaking group thought that collaboration between business concerns and the school and co-ordination of the programmes of each of these were essential. It would be regrettable if the school were to cut itself off and if firms were to ignore the school. This lack of reciprocal interest, even this mistrust of the school for business and vice versa, must give way to an atmosphere of mutual confidence, for school and industry are united in a common educational endeavour. All adults dealing with young people are jointly responsible for this.

2.13 As regards training establishments for pupils in part-time education, these are of three types:

1. Vocational training centre run by a firm

2. Vocational training centre organised by a trade association

3. Public or private school recognised by the State.

The group did not consider these distinctions of vital importance. Each of the three systems has its advantages and drawbacks. Once more the main thing is that educational facilities should be available.

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2.14 Allocation of training time was the fourth structural problem studied by the group. A "block" system may be employed; this can facilitate an educational drive, but it involves too much concentration on theoretical instruction. By spreading instructional periods over the week, the employer can organise his work better; on the other hand, tuition is then too disjointed. The group thought it desirable for instruction to cover one-half to two days.

It is of little consequence which of the two alternatives is used. The main thing is that the system should be chosen advisedly and in collaboration between firm and school.

2.2 Contents

The group was of the opinion that its task was to bring out the broad concepts which must take precedence when curricula are being drawn up. The following were the essential points in respect of contents:

1. To find room for basic education centred on improving use of the fundamental vehicles of communication, viz. oral and written expression, mathematics, technical language and drawing.

2. To introduce young people to scientific phenomena and methods necessary for an understanding of vocational technology. (This introductory course should be given at the start of the apprenticeship.)

3. To make provision for liberal training through the observation of everyday occurrences which, in particular, could lead to:

   - an introduction to social and economic affairs;
   - training in morals and civics;
   - aesthetic education.

4. To promote the development of compensatory physical training and not general gymnastics.

5. To provide facilities for practising foreign languages learned during compulsory schooling, with emphasis on technical vocabulary.

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2.3 Methods

The French language group unanimously considered that teaching methods should be thoroughly reviewed and, especially in part-time education, radically new methods investigated.

2.31 Education must be constantly motivated. It must be attuned both to the immediate and to the latent motivations of students. One of the teacher's essential tasks is to get the student to appreciate his immediate interests as well as those which will emerge as time goes on.

2.32 The teacher must be a tutor, not merely a dispenser of book knowledge. His influence must be directed towards helping the pupil recognise the problems facing him. The purely didactic approach no longer has any place in part-time instruction; this truth is illustrated by the methods mentioned in the following sections. The teacher's function is to allow for both individual effort and group work, and he must therefore be familiar with the technique of group leadership.

2.33 The group thought that the comprehensive method, combining under one subject the aspects traditionally divided off into separate disciplines, is particularly suitable to the type of instruction with which we are concerned. It is essential that pupils should study the various scientific, mathematical, economic, social or human implications of a fact to enable them to grasp how they are interrelated. This implies that the teachers of different subjects should get together to draw up their syllabuses.

2.34 Part-time education must enable young people to continue their training by themselves. They must be made to appreciate their latent motivations, as already mentioned, but must also be equipped with working techniques. The group thought that programmed instruction is a method particularly suited to self-tuition.

2.35 We have already pointed out that industry and school have a mutual interest in co-operating, and they must also do so in drawing up curricula.

2.36 Young people taking part-time courses usually have a good sensory memory and a pragmatic turn of mind. The group thought that the use of special educational techniques (audio-visual aids) is of paramount importance for increasing the efficiency and success of the instruction. It follows from what has been said regarding both content and methods that the teacher himself must be properly trained. In this connection the group fully agreed with

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the conclusions reached at the Council of Europe Symposium at Bad Hofgastein in October 1970 when the problem of training and further training for teachers of technical and vocational subjects was discussed.

3. General guidelines

Various guidelines have already been indicated above, and the French language group drew the following conclusions from them:

(1) Part-time education is clearly indispensable in modern societies; it provides facilities for guidance, great occupational fluidity, retraining and further training.

(2) As regards structures, contents and methods alike, such education must be adapted to current requirements if it is to be fully effective.

(3) Part-time education to accompany training within the firm appears to be a particularly efficient method at the present time; it makes for the harmonious development of human aspirations, theoretical training and practical training, while preparing boys and girls in the best way for the exigencies of the economy.

(4) The group accepted that all young people have a right to receive general and technical training. For this purpose it is important that employers should be obliged to grant them the necessary leave. It follows from this that all young people - both those serving articles of apprenticeship and others - have the same rights and the same duties. A young person under articles of apprenticeship has a duty to take part-time courses; other young workers should at least have the opportunity. For its part, the State has a duty to set up the necessary training centres and to take all suitable steps to enable young workers to benefit from these institutions.

(5) Every young man or woman who so desires must have a chance of embarking on continued training with a view to an improvement in occupational status and a better preparation for the responsibilities awaiting him or her in society.

P.S. The French delegation contributed two papers to this Symposium, one showing the decisions taken for a radical reform in training conditions, and the other indicating the projects already under way. These are:

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(1) the "National inter-trade agreement of 9 July 1970 on vocational training and further training",

(2) extracts from a project for "The reform of apprenticeship in France".

Both these texts were immediately distributed to all participants.

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